Business incubator training management model to increase graduate competency

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Abstract

Purpose – The purpose of this paper is to produce a business incubator training model for students to form graduates in order to have competence in the field of entrepreneurship in an effort to reduce high unemployment.

Design/methodology/approach – The method used in this study was research and development (R&D) that consisted of the following five stages: first, planning based on the result of initial observation in the field, second, development of training model, third, validity test model, fourth, limited test and fifth, final model determination. This research used and involved 12 beauty successful beauty salon entrepreneurs as validator models of business incubator training management.

Findings – The test results show that the training model developed is effective in forming entrepreneurship competence of graduates, so it is feasible to be applied in Beauty Education Study Program, Engineering Faculty of Universitas Negeri Semarang.

Practical implications – The resulted model can be used as a learning model that can develop the skill of entrepreneurship level for students.

Originality/value – This study provides contribution to the unemployment level decrease and employment acceleration.

Keywords Entrepreneurs, Management model, Business incubator

Paper type Research paper

1. Introduction

It was reported that in August 2016, the unemployment rate in Indonesia reached 7,031,775 people (Anonymous, 2017). This greatly affected economic development and poverty level in Indonesia. Unemployment problem is caused by the un-matching competence of human resources generated by educational institutions with the need of working world, since the curriculum used has not been oriented towards the working world yet. This is also due to the limit in the business world and the industrial world in terms of hiring graduates, which they still tend to hire specialists of certain required field of expertise. Therefore, there is a gap between the needs of human resources in working world with the generated human resources. Suratna (2010) found that most university graduates in Indonesia were ready to practice, but they have less capability to create jobs. It was therefore the effort to improve the entrepreneurial spirit to build a business can reduce the on-going unemployment rate

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(Carvalho *et al.*, 2010). Another factor that causes unemployment is the tight competition among domestic and foreign workers, particularly from countries that are members of the ASEAN Economic Community.

Unemployment could be reduced by conducting entrepreneurship activities which is a key media in economic development (Anokhin *et al.*, 2008; Dejardin, 2000; Alma, 2013). There are two basic things about the benefits of entrepreneurship to the development of the nation, which are: as entrepreneurs, being devoted will ease the process of production, distribution and consumption and overcome the difficulties of employment and increase the community income; and as the nation fighter in the economy field, it can increase national resilience and reduce our dependence on foreign countries. Creating graduates who have the entrepreneurship skills means to provide real experience to learners through entrepreneurial learning business incubator model in which the learners will obtain actual knowledge about business management such as administration and human resources to the marketing that can develop the established businesses (Abu-Jalil, 2017).

Business incubator in higher education has become a way of making progress in technical education (Davaris *et al.*, 2013). Business incubator promoted by developed countries has a commitment to give life to small and medium enterprises to contribute to the development of local economy (Hernandez and Carra, 2016).

Thus, it can be stated that entrepreneurial spirit is very necessary to be developed and taught in universities. This is aimed to give competencies to the graduates that can be used to overcome unemployment. This means that there should be a study to create graduates which have expertise in entrepreneurship through a business incubator model to reduce the unemployment rate. The purpose of this study is to produce a management of business model incubator that can be used to improve the competency of vocational students in order to reduce the unemployment rate. In the developed business incubator system, learners can own skill in developing business by doing entrepreneurship through the process of business incubator model programme that has been prepared based on the learners' needs. Research on the establishment of this business incubator model has a great contribution in training students about entrepreneurship management to create new businesses and to create jobs for people in need so that these efforts can solve the problem in reducing the unemployment rate, and will automatically help boosting the level society welfare and society economy, because unemployment plays an important role in the level of poverty and economy of a country (Aurangzeb and Asif, 2013).

Theoretical framework

In August 2016, unemployment rate in Indonesia reached the number of 7,031,775 people (Anonymous, 2017). In addition, the problem of unemployment is also due to the imbalance between the competences of human resources generated by educational institutions with the needs of the world of work. Suratna (2010) found that most university graduates in Indonesia have not been able to create employment, but they are only limited as trained, so they should be directed to improve the entrepreneurial spirit in order to build a business to reduce unemployment (Carvalho *et al.*, 2010). Another factor of unemployment is due to an intense competition between domestic workers and also those from abroad, particularly from countries that are members of the ASEAN Economic Community.

One way to reduce unemployment is by conducting entrepreneurship activities which is also a key factor in economic development (Anokhin *et al.*, 2008; Dejardin, 2000; Alma, 2013). There are two basic benefits of entrepreneurship to the development of the nation, which are as follows: as an entrepreneur, giving a devotion means allowing the process of production, distribution and consumption, overcoming the difficulties of employment and increasing the

income of the community; and as nation fighters in economy, they increase national resilience and reduce dependence on foreign nations. To form graduates who are skilful in entrepreneurship is to provide real experience to students through entrepreneurial learning business incubator model.

Business incubators in higher education have become a way of making progress in technical education (Davaris *et al.*, 2013). Business incubators promoted by developed countries are committed to provide life to small- and medium-sized businesses to be able to contribute to regional economic development (Hernandez and Carra, 2016). Thus, it can be concluded that the spirit of entrepreneurship needs to be developed and taught in universities, so that graduates will have the competence to overcome unemployment. This means that there should be a study in order to form graduates to have expertise in entrepreneurship through a business incubator model to reduce the unemployment rate. The purpose of this study is to result in a business model management incubator that can be used to improve the competency of vocational students in order to reduce unemployment rate.

2.1 *The graduate competence*

Graduates competence can be interpreted as a standard of minimum ability and skill of the educational process that is owned by a person to be able to perform a certain type of work. According to Hayat (2004), the competency standard approach has characteristics as follows: the existence of educational vision, mission and goal mutually agreed upon in the national level; the existence of competency standards of the graduates (exit outcome) which are consistently and clearly described in the educational goals; the existence of curriculum and syllabus framework which is a strict articulation of graduate competence; and the existence of applied criterion-referenced assessment and performance standard.

Wibowo (2016) explained that the graduate competence gap can happen because: the challenge of AFTA (ASEAN Free Trade Area) needs the preparation of employees who have competences required by the industry; there is a gap between the competences required by the industry and the produced graduates; and it has not yet had three main competences in detail which are needed by the industry that are hard skill, soft skill and entrepreneur skill or sometimes one of which is fulfilled. That can be resolved by giving entrepreneurship competence, so that it can be made provision to be an entrepreneur. To be able to produce graduates who have complete competence in order to establish entrepreneurial spirit, the curriculum that mandates to provide entrepreneurship training for students can be implemented optimally, so that later it can be used as a provision to become an entrepreneur. Therefore, a graduate from an educational institution is said to have complete competence for entrepreneurship, if he has mastered hard skills, soft skills and entrepreneurship skills, so that those competences will be used for life (life skill).

2.2 *The business incubator*

A business incubator is a research field that is developing nowadays and has an important role as a competitive and innovative tool or media for doing business with high and innovative competition (Fernández Fernández *et al.*, 2015). Educational graduates who only determine to find a job will always be dependent on others because they do not have the creativity to create jobs.

Siswoyo's (2009) research found business incubator programmes in several public and private universities which cooperate with the office of the Ministry of Cooperatives and Small Enterprises, were developed not only for the small enterprises, industries or cooperatives, but also involved the students/alumni in creating new entrepreneurship. The principle of classic business incubator is that it is oriented in giving support in starting a business through advices, the last from room, and administrative infrastructure offers and other services (Hughes *et al.*, 2007; Sá and Lee, 2012; Kitagawa and Robertson, 2012;

Totterman and Sten, 2005; Lesakova, 2012; Hackett and Dilts, 2004; Allahar and Brathwaite, 2016). Business incubator has a commitment to give life to small and medium enterprises to be able to contribute to regional economic development (Hernandez and Carra, 2016).

Hubeis (2009) explained that business incubator is a small enterprise stimulation facility which is determined by the components of entrepreneurship, funds, managers, infrastructures and locations closely related to policies, industries and markets, to the developing new ventures and promoting local economic growth. It was also revealed that there were four types of incubator which were as follows: technopoles incubator, is the part of an integrated project involving educational institutions, research institutions and other organisations which are interested to form the regional economic development; sector-specific incubator, exploited superior local resources to develop new businesses in a particular sector in a more focused fashion known as cluster; general incubators, oriented in developing general businesses which sometimes emphasise on new and superior innovations; and building businesses, formed business with the formation of tailored management to exploit certain business opportunities and select and foster.

The research of Hamdan (2013) produced an innovation-oriented business incubator model in which: business incubator training was a unified learning programme for students; as a form of training, business incubator was built on the basis of opportunities and potential resources; business incubator training was carried out in accordance with student interests, conducted at business incubator location; this model required the willingness of coaches, companions and business partnerships in running new business; and emphasising the value of honesty, tenacity and intelligence in taking the advantage of opportunities, able to conduct risk analysis and dare to try to be an integral part of business development.

Bergek and Norrman (2008) concluded that some main components of modelling a business incubator from the study of several research journals were as follows: selection, refers to the decision taken by an incubator according to the approved business to be nurtured; infrastructures, are physical facilities such as office buildings and administrative and laboratory facilities for entrepreneurship practices; business support, is a supporting activity to help in the entrepreneurship such as trainings; mediation, is how the incubator able to connect a pilot business with a market to develop a business which is being pioneered; and graduation, is a deal which must be made as an agreement between the incubator and the pilot business.

The implementation of business incubators provides students with training, direction and support in the form of both material and encouragement that will make students feel protected by business incubators. The similarity from several research studies above with the study which will be conducted by the researcher is that they equally provide training on entrepreneurship in the form of business incubator.

Identification of proper job characteristic related to certain job gives an important role towards employees behaviour in the organisation. Job characteristic model (JCM) is used to measure the motivating potential scores (MPS). JCM gives description about the level and cause of employee's motivation.

Research of Singh *et al.* (2016) showed that employee's age increased MPS. White-collared worker got higher MPS than blue-collared worker. This was due to more variations in white-collared worker's job than that of blue-collared worker's. It was indicated that women reached higher score than men, while Indian men performed greater motivation compared to that of other country. The result of this research gave significant implication in developing workers motivation within the organisation.

2.3 Entrepreneurship

Research on organisational culture as the competitiveness of organisations around the world was conducted to 32 companies in different backgrounds in India (Singh, 2009).

The results showed that the practice of beliefs and moral systems (such as loyalty, vision of purpose, uniformity of rules and the importance of kindness and caring) became a very important part, because it would have a positive impact on human psychology in the workplace as well as creativity and innovation.

Hisrich *et al.* (2008) and Alma (2013) found that the students who learn entrepreneurship usually have bigger opportunities in building their own business and would earn 20 up to 30 per cent higher salary than that of the students learning other fields. It is therefore important to learn about the nature and development of entrepreneurship, entrepreneurship processes and the role of entrepreneurship in the country's economic development and unravelling unemployment.

Hisrich *et al.* (2008) and Kasmir (2009) stated that entrepreneurship was the ability of the process of creating something new at value using required times and efforts, bearing the financial, physical and social risks which go along and having independent attitude in determining a policy and decision in every chances. Tilaar (2012) and Kuswara (2012) stated that entrepreneurship-based education model included in college mainly applies five methods that are through curriculums, business incubators, centre entrepreneurship, students' scientific Olympiad competitions and building entrepreneurial skills and characteristics by integrating them into courses and extracurricular activities. According to Lestari and Wijaya (2012), all colleges in Indonesia have applied an entrepreneurship course into the curriculum as one of the main courses which must be taken all students, but it has not been able to cultivate the entrepreneurial attitude and spirit. Cultivating the college students' entrepreneurial spirits is believed to be an alternative way out to reduce unemployment because the scholars are expected to become young educated entrepreneurs who can pioneer businesses independently (Suharti and Sirine, 2011). Hakim (2010) found that in average, the students' perceptions of entrepreneurial learning taught by vocational school teachers were relatively sufficient and adequate; however, in terms of presentation and systematics of entrepreneurship materials needed for better sharpening so that the students could absorb the entrepreneurial materials well, this is a consideration to provide continuous materials and practices which should be done by the students in order to have the experience to be used in the real-world business; this can be done through the business incubator programme which should be applied in the school or college.

The similarity of some of the above studies with current study is to equally provide entrepreneurship training in business incubator containers, but the emphasis of this research is on producing an effective business incubator teaching model.

A deep study on analysis of promising start-ups was done (Singh, 2014). The research was proposed to investigate the new developing companies that allow beginner, entrepreneur or and manager to reach the faster development. It was revealed that the new developing companies keep the data and strategy secrecy; thus, their policy and practice do not easily spread-out in the public.

A study on comprehensive framework to assist practitioners and academics to understand the correlates of organisational innovation in the oil and gas industry was carried out (Busaibe *et al.*, 2017). In the study, the effect of gender perspectives in organisational leadership and culture on organisational innovations within the oil and gas industry in the United Arab Emirates was examined. The mediating effect of employee performance management on the independent variables, organisational leadership and culture was obtained.

Enterprise resource planning (ERP) system is an information system intended for manufacturing companies, distributions and services that contribute in integrating all aspects of operations. It is very helpful in businesses to automate data collection, storage, management and interpretation from various business sources. Gupta *et al.* (2018) examined that ERP Cloud's basic by empiric process gets a positive result, and six of hypotheses from eight hypotheses were supported by 154 respondents using PLS-SEM analysis.

The research studied the application of ERP, thus enabling an organisation to pay for the services they need and remove the need to maintain information technology infrastructure. The theoretical framework was developed based on contingent resource based view theory. PLS-SEM analysis showed that 154 respondents supported the contingent resource based view theory. Six hypotheses – out of the eight hypotheses formulated in this paper – were supported by data.

The leader role is very determinant in achieving the basic goals of the organisation as well as realising the vision. A leader must be able to make quick and right decision among different interests; visionary, able to make decisions and anticipate future strategic change fluctuations; and able to make qualified decisions. To measure the leadership style in helping companies to develop systems and processes thus becomes organisational learning; Singh (2010) benchmarked leadership styles. The result implicated that the consultation and implementation of leadership styles significantly gave a positive impact on the organisational learning process.

Emotional intelligence (EI) is very important to work in high performance. In order to achieve better results, workers must be able to maintain high motivation despite being under pressure, motivating others and managing complex interpersonal relationships. An empiric test on the relationship of EI and work outcomes such as task and contextual performance was done by Bozionelos and Singh (2017). Task performance related to the behaviour is directly linked with completion of the job. On the other hand, contextual performance refers to an individual's performance that contributed to the culture and climate of the organisation (Borman and Brush, 1993).

In their study, Bozionelos and Singh (2017) investigated the relationship of EI with job performance of 188 expatriates. The results illustrated that there was a correlation between global EI and its facets with contextual performance apart from task performance that has been the primary focus of research thus far. It was also revealed that those with the highest scores on EI performed the best, while the ones got the middle EI scores performed the worst, even worse than the lowest EI scorers.

As one of the most universally effective management disciplines available in business today, benchmarking shows an ability to consistently produce performance improvements. Sales benchmarking helps organisations in learning how to use data to solve the problem root causes of individual sales issues and track real issues inhibiting success. It should be noted that the adoption and application of benchmarks for the sales function has been slow, more than expected and certainly more than justified.

Singh and Sindhu (2010) found that human resources development in new companies was done using a similar method. The procedure of working management was varied in the similar parameter. It was recommended to improve the performance of consultant as well as recruitment quality by upgrading examination method, online training and material implementation.

3. Methodology

Procedure in this research followed ADDIE model which emphasised the five core elements of instructional systems design process including analyse, design, develop, implement and evaluate. The model could be virtually described as given in Figure 1 (Richey *et al.*, 2011).

Conceptually, this research consisted of five main steps; the first step was picturing real condition by analysing factual conditions. It was conducted by 12 entrepreneurs of beauty salon in Semarang. Based on the factual condition, a factual model was developed, supported by the identification of factual model weakness. A case study on the Entrepreneurship and Business Development Course in the Beauty Education Program was conducted in order to get factual models. A design of development model was also prepared by integrating factual model weakness and theoretic model. Validation was carried out by

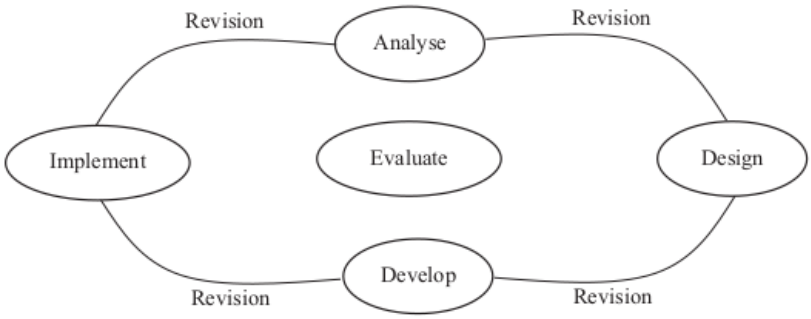

Figure 1.
Research procedure

experts (internal validation) and stakeholders (external validation) towards the developed model. Theoretical models were internally validated by experts and externally validated by stakeholders, i.e. the lecturers of Beauty Education Program of Faculty of Engineering, Universitas Negeri Semarang. The training was conducted four times over a month with block teaching with 4 course credit training periods. The training material included teaching hard skill, soft skill and entrepreneurship skill. Hypothetic model as a result of validated theoretic model was examined through limited and expanding trials. After revision processes, the final model was implemented.

This study was aimed to create new entrepreneurs, especially in the field of a beauty salon business. The result of the training was descriptively and quantitatively analysed.

4. Results and discussions

4.1 Analysis

Analysis of initial stage revealed some drawbacks in research subject, especially the organisational management system of entrepreneurial learning. Suratna (2010) found that most college graduates in Indonesia have not been able to create employment, but are only limited as trained. Based on the results of initial observation, the factual models with a number of aspects were important to be designed to give the overall description to the system, including: financial management capabilities which have not been studied in depth; lack of planning materials on how to provide services to customers; lack of soft skill planting, especially related to business ethics; lack of advisory model such as training facilities; lack of entrepreneurship skills; and training model which was still very limited and simple. In short, the factual models can be described in Figure 2.

4.2 Design

Analysis stage was also done to investigate, evaluate and revise the obtained factual model based on the proven available theories. The factual model was then developed to describe the model design as needed by the subject. In order to overcome the weaknesses in the formation of the entrepreneurial competence of the graduates, theoretical models are developed. The management concept covering the aspects of planning, organising, implementing and evaluating is a key feature in the development of this model. The principle of a classic business incubator is oriented towards support providing in starting a business through suggestions, the last of space, and the offer of administrative infrastructure and other services (Hughes *et al.*, 2007; Sá and Lee, 2012; Kitagawa and Robertson, 2012; Totterman and Sten, 2005; Lesakova, 2012; Hackett and Dilts, 2004; Allahar and Brathwaite, 2016). Based on the stated principles, some aspects were then developed, including: business developing strategies; attitude formation and entrepreneurship motivation (soft skill); soft skill cultivation; and business and financial

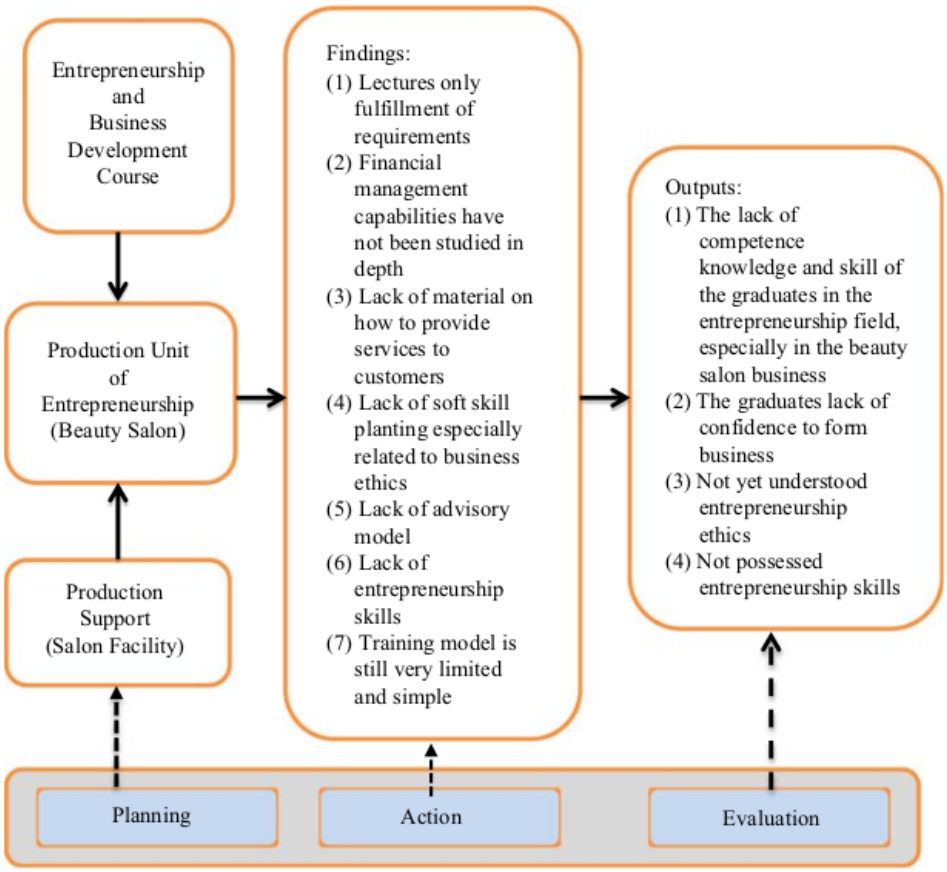

Figure 2.
Factual models

management and entrepreneurship skill. Before being tested, the models are validated internally by the experts and externally validated through stakeholders. After getting various inputs and suggestions, the model of the validation results is declared as a hypothetical model.

4.3 Develop

A theoretical model was created based on the results of analysis and model design developed from factual model as well as experts' opinion about the incubator model which were able to improve the entrepreneurship ability. External and internal experts working in education as well as business people validated the theoretical model. Their valuable judgements were very helpful in realising the business incubator model. The improvement in entrepreneurship ability was expected to minimise unemployment level by providing jobs. The developed conceptual model design was then validated to generate a hypothetical model, as given in Figure 3.

4.4 Implementation

This hypothetic model was validated by 12 beauty salon entrepreneurs as well as by educational expert who matched the character of the students. After external and internal

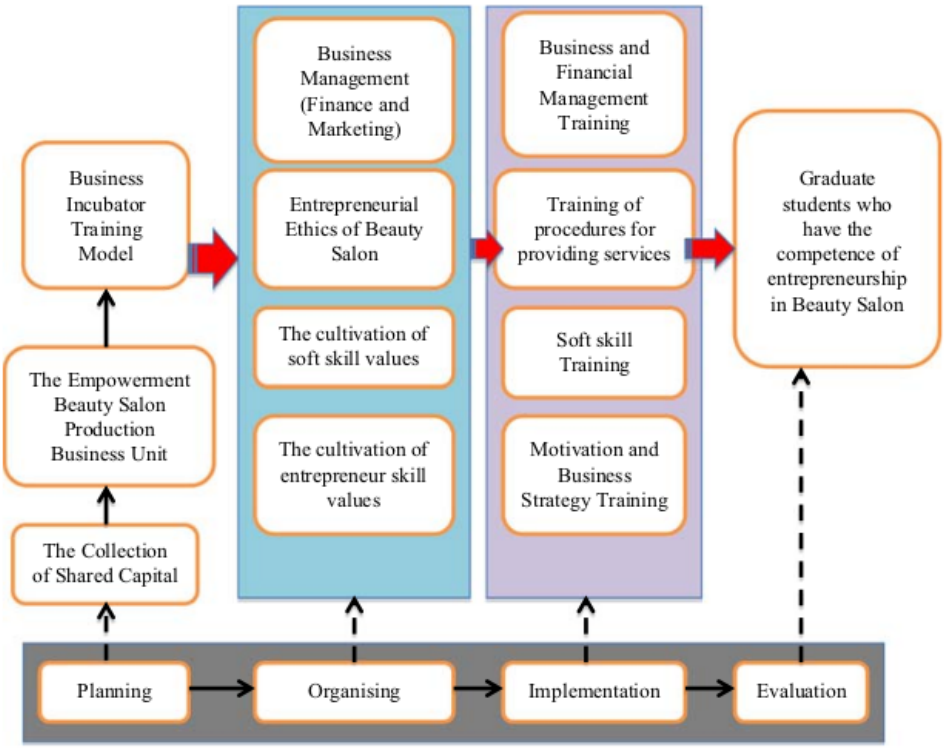

Figure 3.
Hypothetical model

validation processes, a validated hypothetic model was then produced and combined all the inputs provided by the validators for the development of the participants of the designed business incubator. The next step was limited try outs to the targets, i.e. the students of Beauty Education Program who have taken Entrepreneurship and Business Development Course with a total of 30 people; this activity was a media to provide services and facilities for students to develop entrepreneurship and to promote entrepreneurship based on the field. This was in accordance with the results of the research of Caiazza (2013). Some aspects and components were evaluated based on the model development. The result of try out is shown in Table I; it describes the average ability of the business and financial management material mastery.

Management of business incubator training in terms of ability to control management competence in managing business capital, human resources, facilities and infrastructure was validated. The training result is shown in Table II. It indicates that the training reached the goal with an average of 3.88 out of 4. This is supported by the research of Voisey *et al.* (2006).

The soft skill competence assessment indicated to a very good result. It meant that this model was able to build more positive behaviour with an average score of 3.8 out of 4. In the training management model, the developed business incubator provided training for participants to master and understand about leadership soft skill for an entrepreneur as in previous studies. The average of entrepreneurship skill mastery is given in Table III.

After passing business incubator management training, respondents showed a significant improvement in their entrepreneurship skill revealed by average scores of 3.8 out of 4. This ability of entrepreneurship skill is indispensable in business development that will produce new entrepreneurs to help reducing the unemployment rate by having the

No.	Aspects	Performance indicators	Scores	Categories
1.	Business and financial management	1. Create a business plan	3.90	Very good
		2. Develop work programs	3.93	
		3. Business development strategy	3.93	
		4. Develop any kind of service activities in the business	3.92	
		5. Analysis in SWOT activities	3.80	
		6. Marketing strategy undertaken	3.91	
		7. Business finance management	3.76	
2.	Human resource management	1. Manage human resources	3.80	Very good
		2. Calculating labour requirements	3.76	
		3. Develop patterns and work systems	3.83	
		4. Manage the competence of the service	3.96	
		5. Briefing motivation for employees	3.96	
		6. Responsible human resources management	4.00	
		7. Human resources management to customers	4.00	
		8. Ethics of service to customers	4.00	
3.	Infrastructure resource management	1. Identify equipment requirements	3.96	Very good
		2. Human resource management in organising used tools	3.93	
		3. Maintenance management of tools and materials and buildings	3.93	
		4. Development of tools, materials and linen based on necessity	3.93	
Average			*3.88*	

Table I.
Average ability of the business and financial management material mastery

No.	Aspects	Performance indicators	Scores	Categories
1.	Leadership	Communication	4	Very good
		Cooperative	3.96	
		Leadership	3.93	
		Taking the initiative	3.83	
		Make decisions	3.83	
		Creativity	3.76	
		Initiative	3.92	
		Motivation	3.80	
2.	Teamwork	Teamwork	4	Very good
		Coordinating works	3.92	
		Receiving suggestions and feedback	4	
		Resolving conflict	3.80	
		Solve problems	3.80	
3.	Work effectiveness	Speed of troubleshooting	3.93	Very good
		Speed of solving problems	3.80	
		Time management	3.93	
Average			*3.8*	

Table II.
Average ability of soft skill mastery

expertise of analysing a business. The average of hard skill competence mastery is shown in Table IV.

Mastery of hard skill competence possessed by the respondent has a very good selling level so that it can help in developing entrepreneurial spirit that prioritises excellent service and in accordance with the existing SOP and in accordance with SOP given in the business incubator training management activities that have been developed.

The implementation of business incubator gives the students trainings, directions and encouragements either material or support which will make the students feel protected with the existence of business incubator. The business incubator in universities becomes one way to gain improvement in the field of technical education (Davaris *et al.*, 2013).

Based on limited trial results, there was a very rapid development for business incubator participants according to the areas needed to form a business. Not only to add and refine the model formed, but the business incubator participants also gave input according to the experience obtained during the business incubator management training programme. The above description showed the test results/implementation of the incubator model have been developed based on the needs of the subject. Obtaining inputs for model improvement, the final incubator model can be used for the subject to practice or develop entrepreneurship skills. In turn, they could create their own business, and thus provide jobs for others. The developed final model is given in Figure 4.

Business incubator provides mentor in the financial management field. In its implementation of financial management, business incubator provides mentor who is an expert in financial material management field and also a mentor of beauty salon entrepreneur. Mentor of financial material field provides an overview of financial management knowledge, particularly in the field of services. A mentor who is a practitioner provides a picture of financial management of the company according to the real conditions of business and industry world. Business incubator provides training in the financial management of services business field. This activity is necessary for beginners who want to start entrepreneurship in beauty services field to provide knowledge to the participants, so that when they run the salon business, they can handle business finance.

Business incubator provides mentor in marketing management, marketing and marketing management training in beauty salon business. Marketing is indispensable in the business, most importantly in a business which produces services. Therefore, the incubator provides

No.	Aspects	Performance indicators	Scores	Categories
1.	Business analysis	Analysing business opportunities	3.76	Very good
		Analysing business advantages	3.83	
		Analysing business shortages	3.91	
		Analyse business growth	3.76	
		Analysing business problems	3.80	
		Problem solving in business	3.83	
Average			*3.81*	

Table III.
Average of entrepreneurship skill mastery

No.	Aspects	Performance indicators	Scores	Categories
1.	Services	Friendliness	4	Very good
		Tidiness	4	
		Dexterity in serving care	3.93	
		Customer care	4	
2.	Mastery of materials in maintenance activities	Compliance with SOP	3.93	Very good
		Harmony	3.92	
		Compatibility in operating the tool	3.90	
		Skills in performing services	4	
		Providing satisfaction services to customers	4	
Average			*3.96*	

Table IV.
Average of hard skill competence mastery

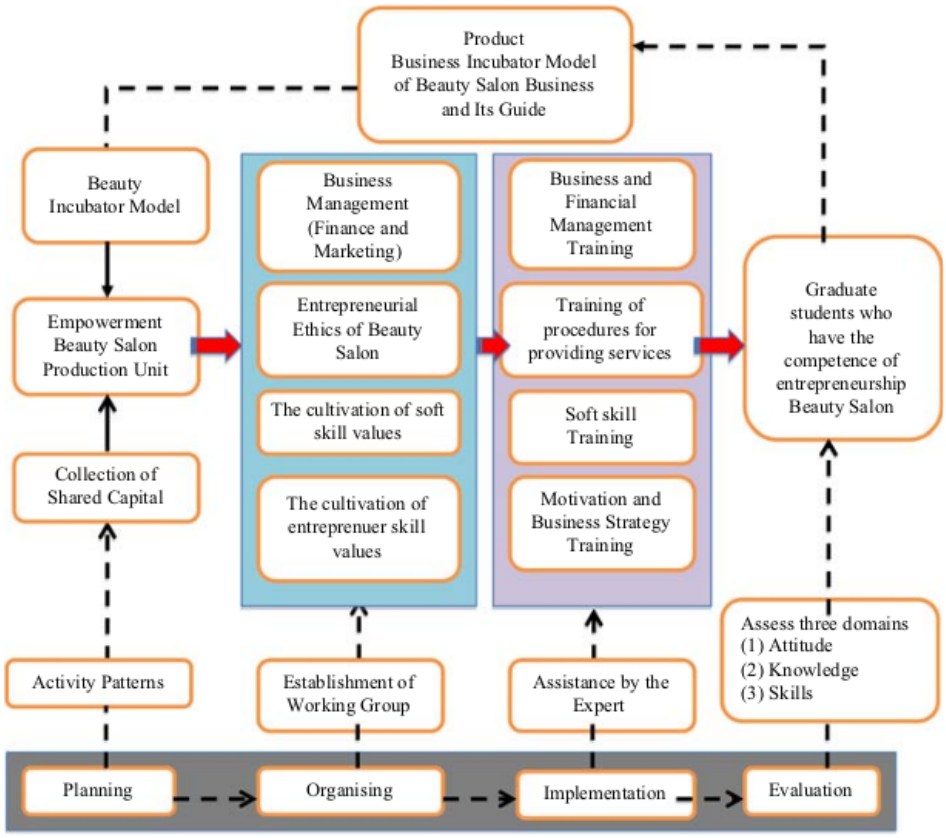

Figure 4.
Final model of business incubator of beauty salon business

special mentor for marketing so that participants can understand what way or trick to use to be able to market a business established so that it can be known and have many customers as well as provide facilities to support business activities produced by business activities, such as making brochures and conducting cooperation with institutions or agencies to assist in marketing and provide laboratories for participants to practice their skills in serving customers professionally and manage the beauty salon business according to the knowledge they owned.

Business incubator provides mentor engaged in entrepreneurship. This aims to give participants the maturation of entrepreneurship knowledge, especially those engaged in services. This activity will focus on the development of incubation participants to know how to behave in entrepreneurship so as to develop their own business without the fear of competition in the field by relying on their expertise, competence and trust.

Business incubator provides a training to design a beauty salon business according to the ideas own by incubation participants. This activity is conducted to guide the participants to form salon businesses according to the development of education and technology as well as the science and ideas owned by incubation participants by providing guidance which develop the business based on SWOT faced.

The matters above fulfil the requirements to establish a business incubator and are very beneficial for the growth of new entrepreneurs. It was agreed by the research of Fang *et al.* (2010) in which the use of business incubators highly developed and contributed capital and

positive value with technological capability, competence, managerial and satisfaction of the incubation model. On the other hand, Pettersen *et al.* (2016) stated that incubator management could provide contacts and information related to counselling, funding opportunities business development programmes and valuable issues.

5. Conclusions and recommendations

The current supporting activities of entrepreneurship, based on observations in the field of Beauty Education, are limited to the basic, not too deep, and there is no media structure that can accommodate student activities that can grow and help students to develop their competence through entrepreneurship such as expert assistance in managing the business. The generated business incubator programme can help students to develop their special competence, particularly in the field of entrepreneurship because business incubator provides facilities that are needed by students in building a business, facilities provided in the form of mentoring for students about business management and finance, mastery of soft skills for entrepreneurship, mastery of entrepreneurship skills and hard skill competence. The facility can be used by students as a material and learning to build a business. Based on the results with the average of 3.85, which was very good, the learning to develop entrepreneurship through management model of business incubator training for beauty major students was very helpful and influential in the establishment of new entrepreneurship. Business incubator programme could be developed and applied maximally to provide competence development of students in the field of entrepreneurship so as to reduce the unemployment rate which becomes one of the problems that cannot be solved yet. The business incubator management programme must be strengthened by the government's role through the established regulations, as this study mainly reflects social development and economic development.

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